

# Inclusion

- The concept of inclusion is rooted in special education and serving students with disabilities
- This complements the concept of integration, which is rooted in the civil rights struggle

The School Leaders Our Children Deserve: Seven Keys To Equity, Social Justice, And  
School Reform (Apr 2009)  
by George Theoharis

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# Action Step

- Make your school look and feel warm & inviting
- Talk about presumption of competence
- Talk about issues of fairness
- Adopt a community building approach - Train everyone, Expect use in every classroom, use it with all staff

# The Principle of Natural Proportions

- Students with disabilities attend the school they would if they did not have a disability.
- Placement patterns, if you have 12% of your population=kids with special needs. No more than 12% would be in any one class.

# Action Steps

- Learn and understand your current structure- draw it out
- Re-think school structures - Student placement, Staffing - draw new plans

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# Front Elementary School

K-5th grade - 500 kids

## \*Racial Demographics

- 31% African American
- 10% Latino
- 10% Asian
- 1% Native American
- 48% White

## \* Native Language

- 12 Languages
- Significant numbers of Spanish and Hmong speaking families

## \* SES

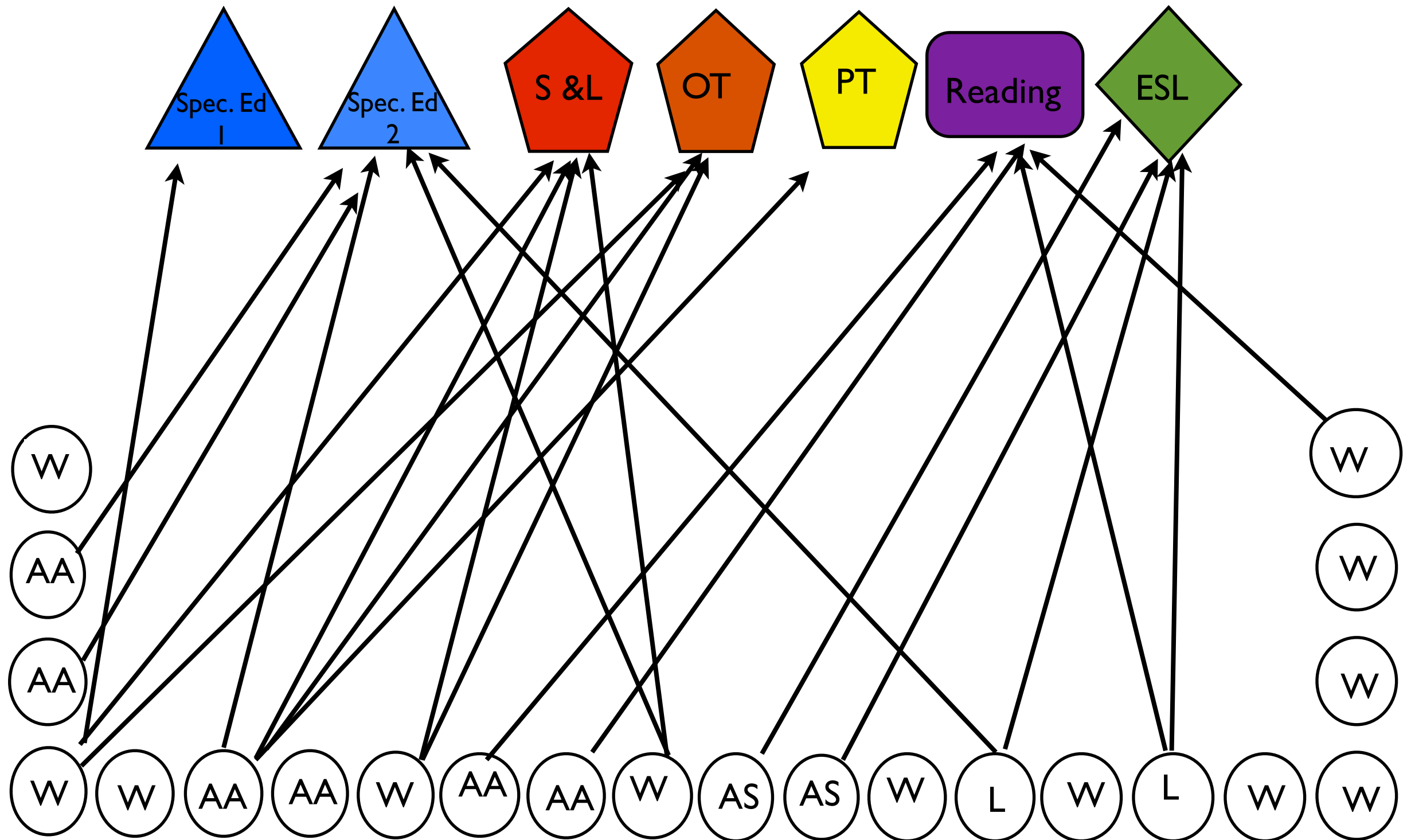
- 50% Poverty

## \* Special Education

- 14% of school
- all categories of disabilities in home school

**This next slide illustrates that often the daily schedule for students with the most need was the most fragmented.**

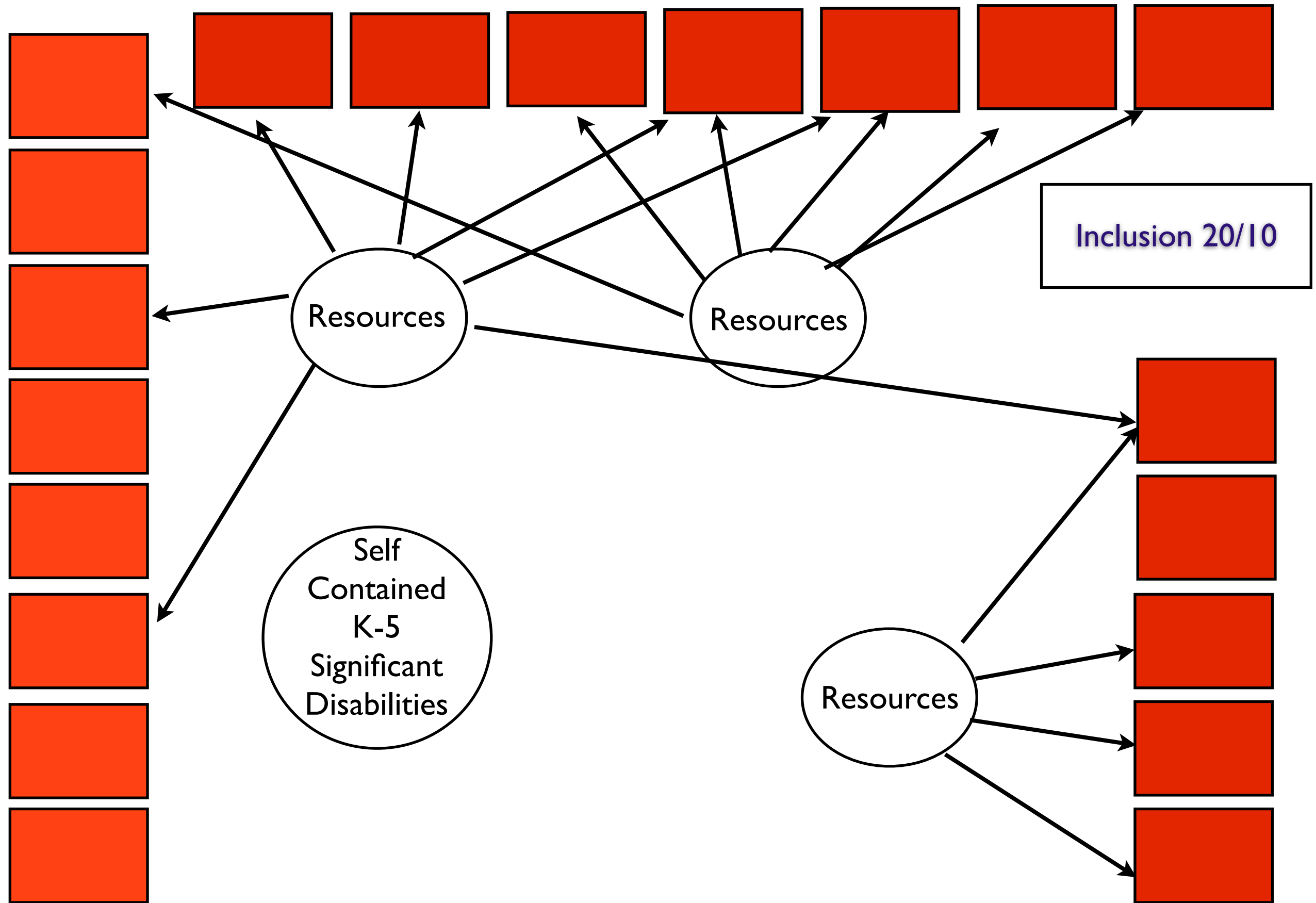
# Class Mapping of an individual class



Shapes on top are the different pull out programs. The circles on the bottom are the students.



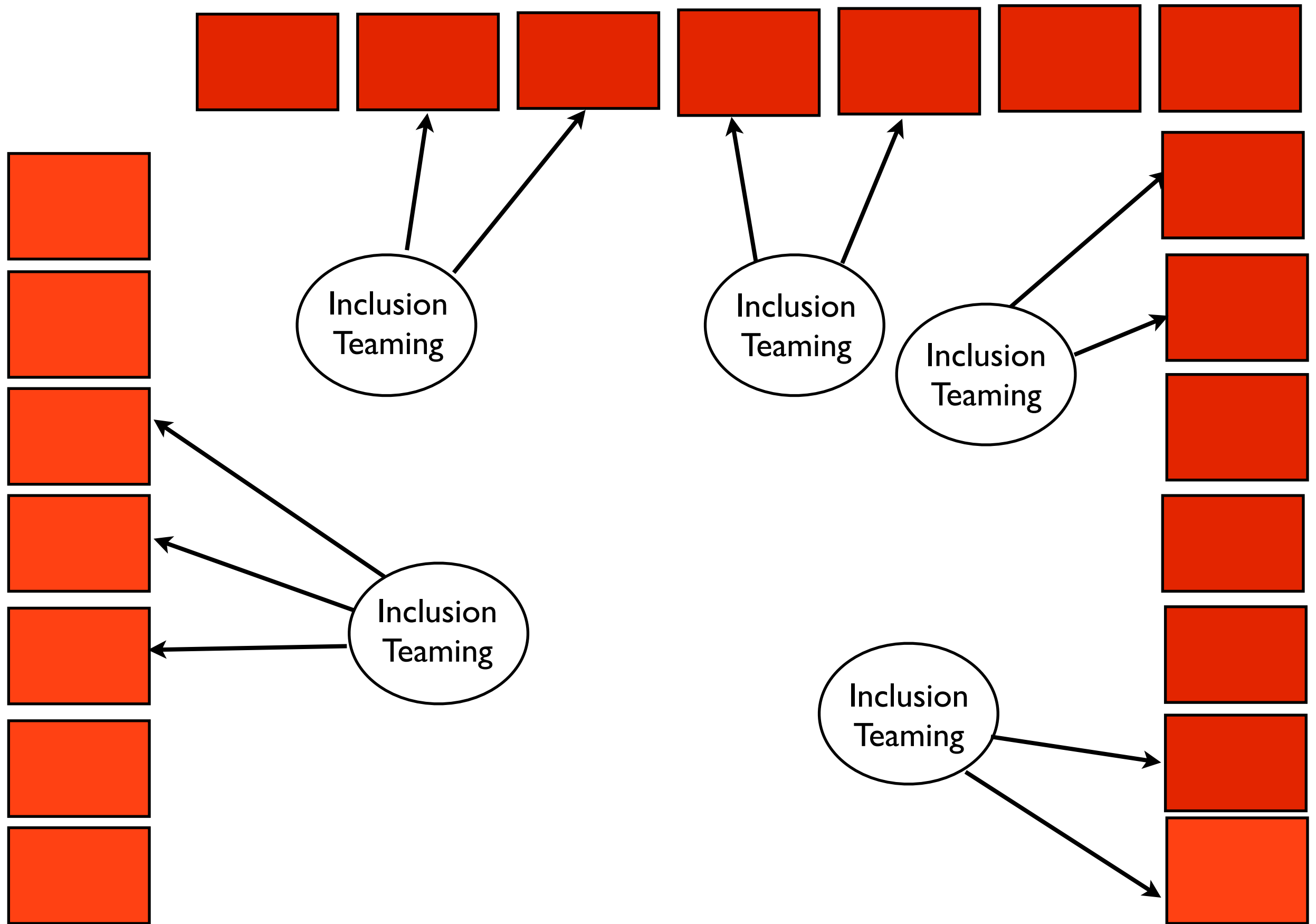
# School-wide Special Ed Model: Before



“This system prevented any meaningful teaming or collaboration around meeting the needs of students inclusively within the regular classroom.”

When these changes were made the school determined that teaching students in heterogeneous groups within the regular classroom was a critical philosophical decision.

# School-wide Special Ed Model: After



# Same Resources Used Differently: Special Education

- Before

- 55-60 Students w/disabilities  
all categories  
(not including S&L only)
- 5 Special Ed Teachers
  - 1 “over loaded inclusion”-20 gen ed/10 spec. ed
  - 3 Resource/Pull out - Served 10-15 kids across grades/rooms
  - 1 self contained- 8-10 students of all ages
- Assistants assigned to students -  
pullout and in class

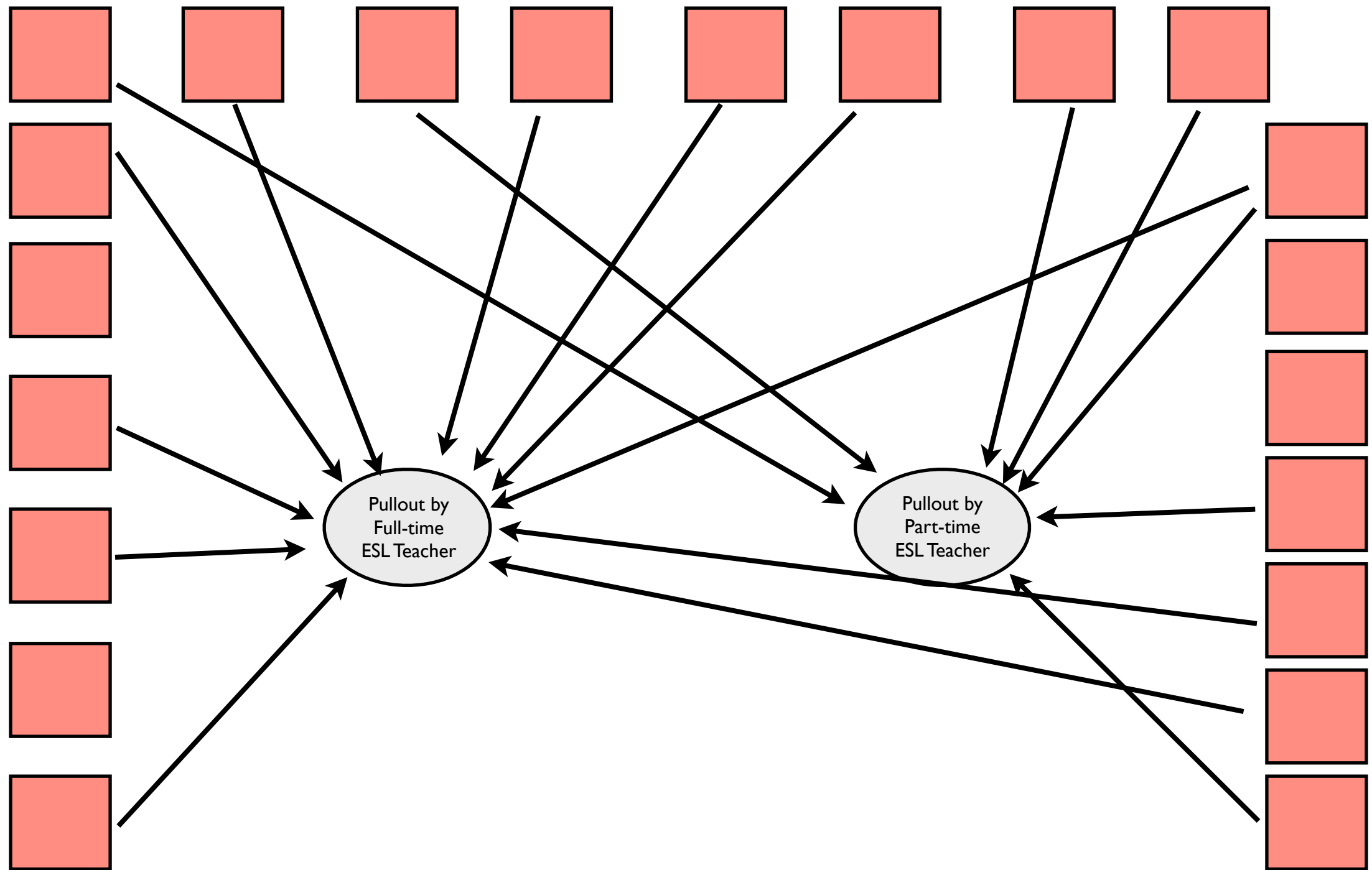
- After

- 55-60 students w/disabilities
- 5 Special Ed Teachers
  - All Inclusive
  - 1 team w/two 5th grade
  - 1 team w/two 4th grade
  - 1 team w/ two 3rd grade
  - 1 team w/two 2/3 classes
  - 1 team w/3 classes: k/1
- 1 Assistant/Spec. Ed Teacher -part  
of team
- 2 assistants - health & safety

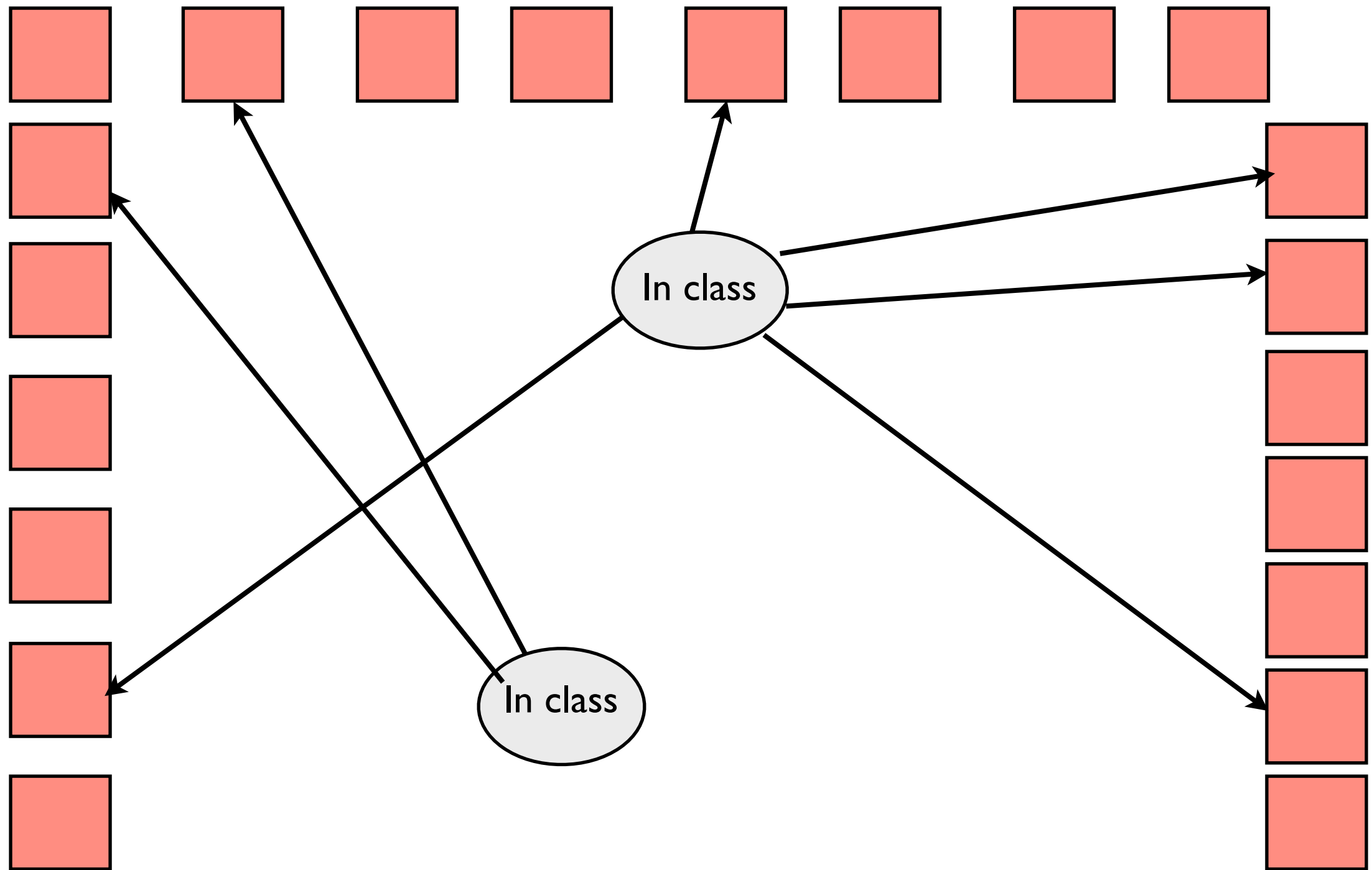
# Structural Changes

- SPECIAL EDUCATION - From 20-25% to 95% inclusive service
- ESL - From 0% to 100% inclusive services, Native Language Support in the classroom
- TALENTED & GIFTED -From :Select few students receive pullout for their talents, to T&G specialist works with all teachers to differentiate
- TITLE I: READING INTERVENTION - From pullout groups from different classes or grades, to reading teachers teaming with classroom
- CLASS PLACEMENT - Natural proportions + slight cluster, started with students w /greatest needs
- FLEXIBLE USE ROOMS

# ELL Model: Before



# ELL Model:After



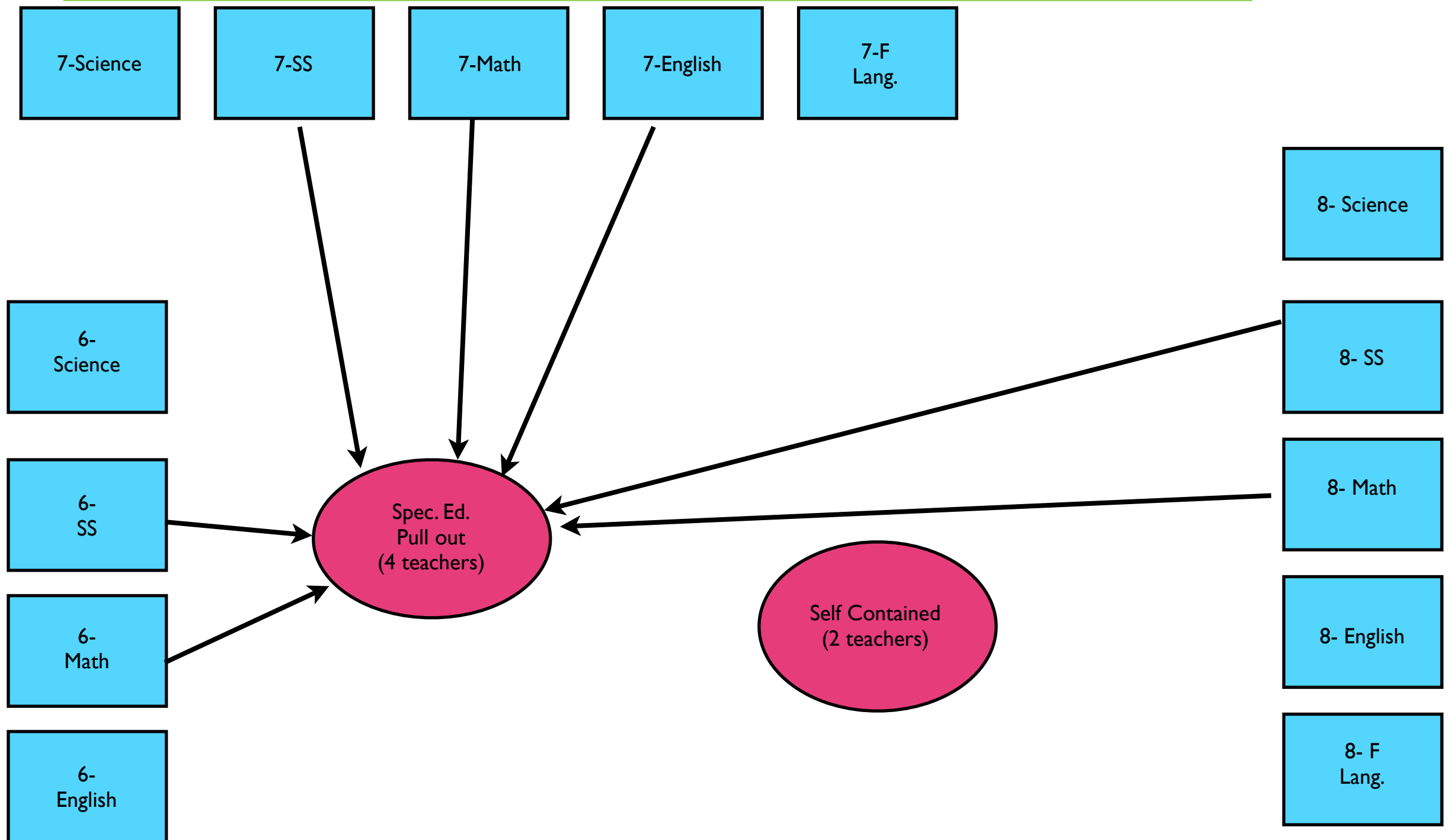


The new design was to “create teams of teachers that met together to jointly take responsibility for the needs of all their students inside the classrooms.”

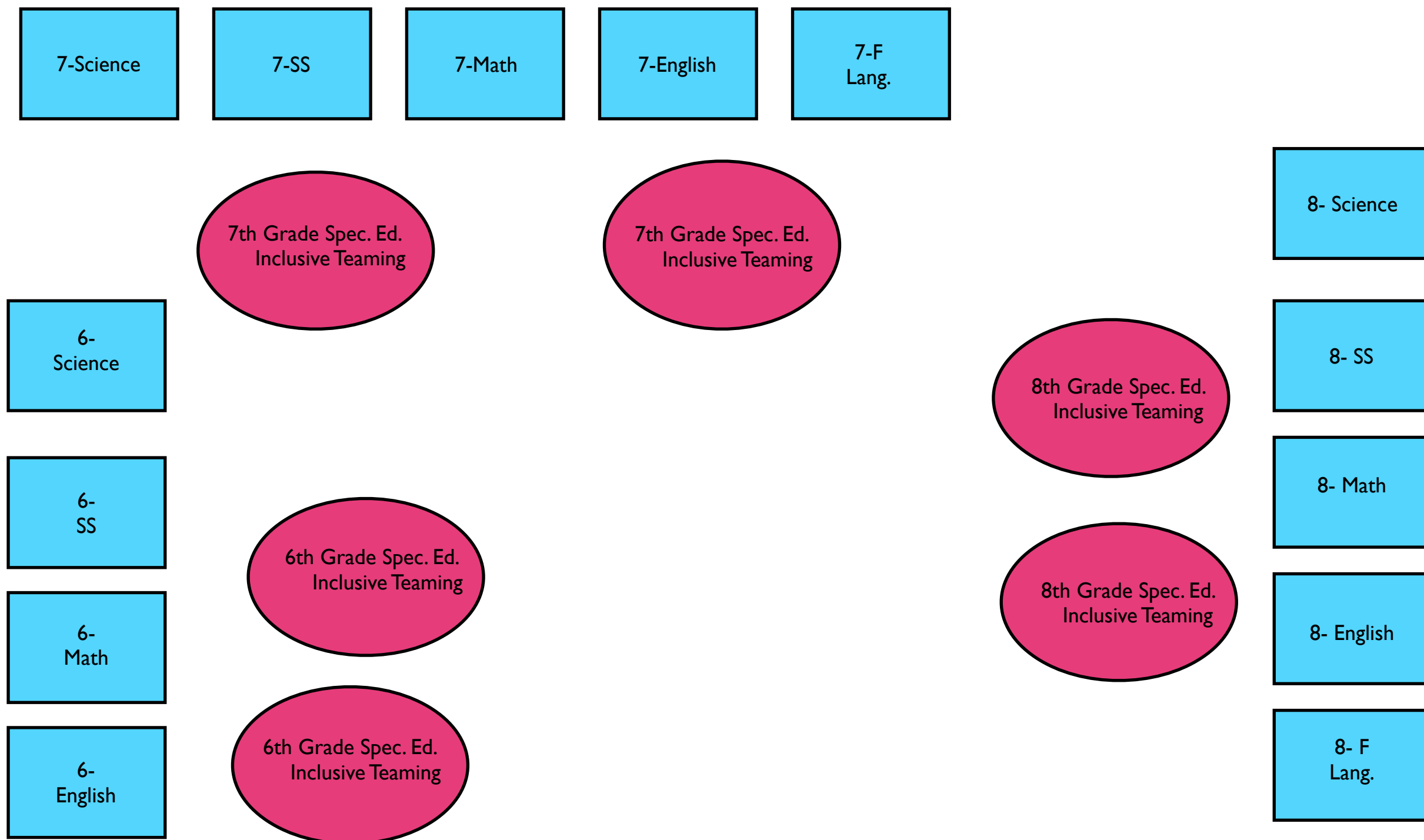
The expectations were that all students received the education they needed through modifying, differentiating, and adapting curriculum and instruction--all students would participate in the general education curriculum with their peers.

# Another Example

# School-wide Spaight St. Middle School - Before

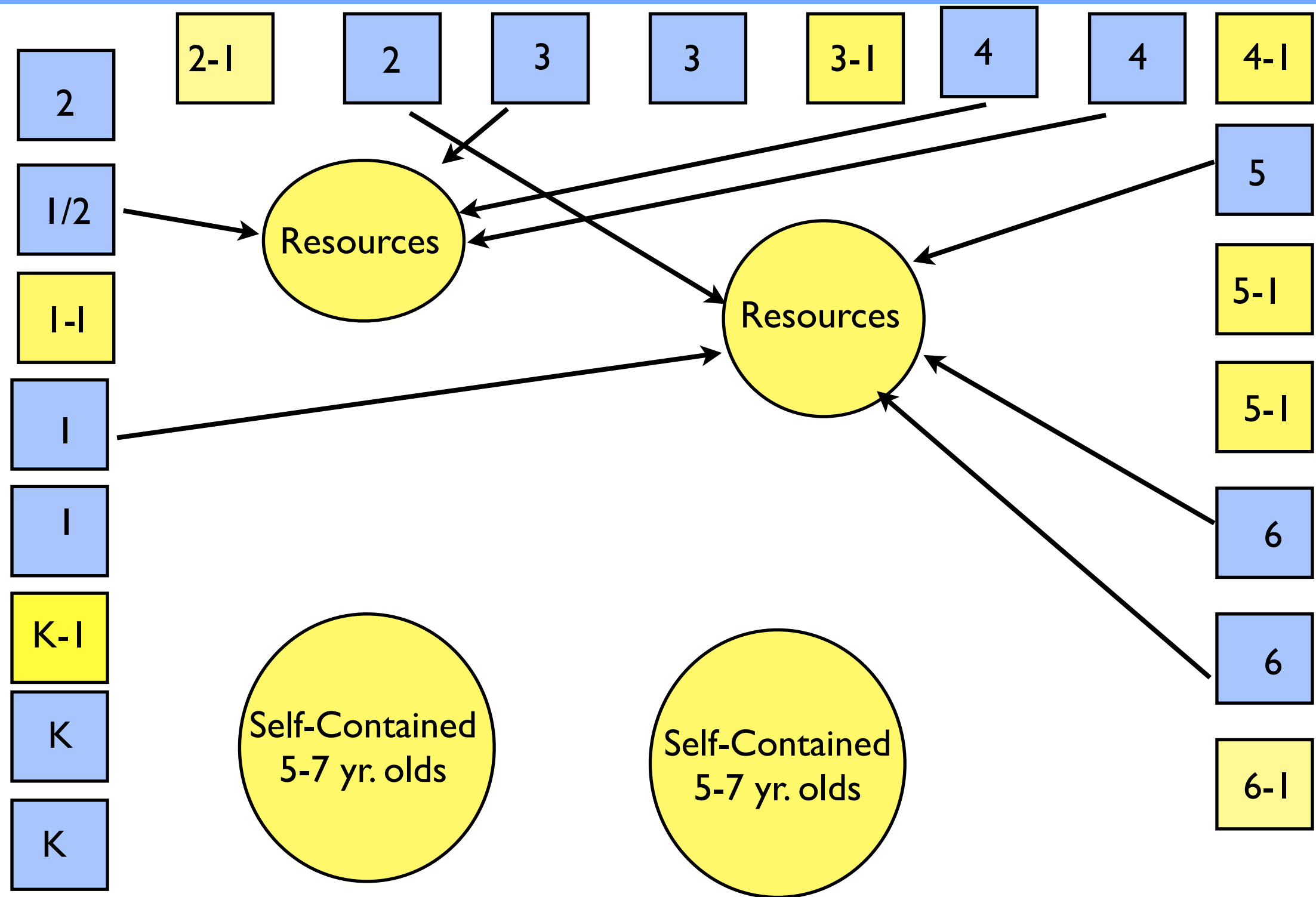


# School-wide Spaight St. Middle School - After

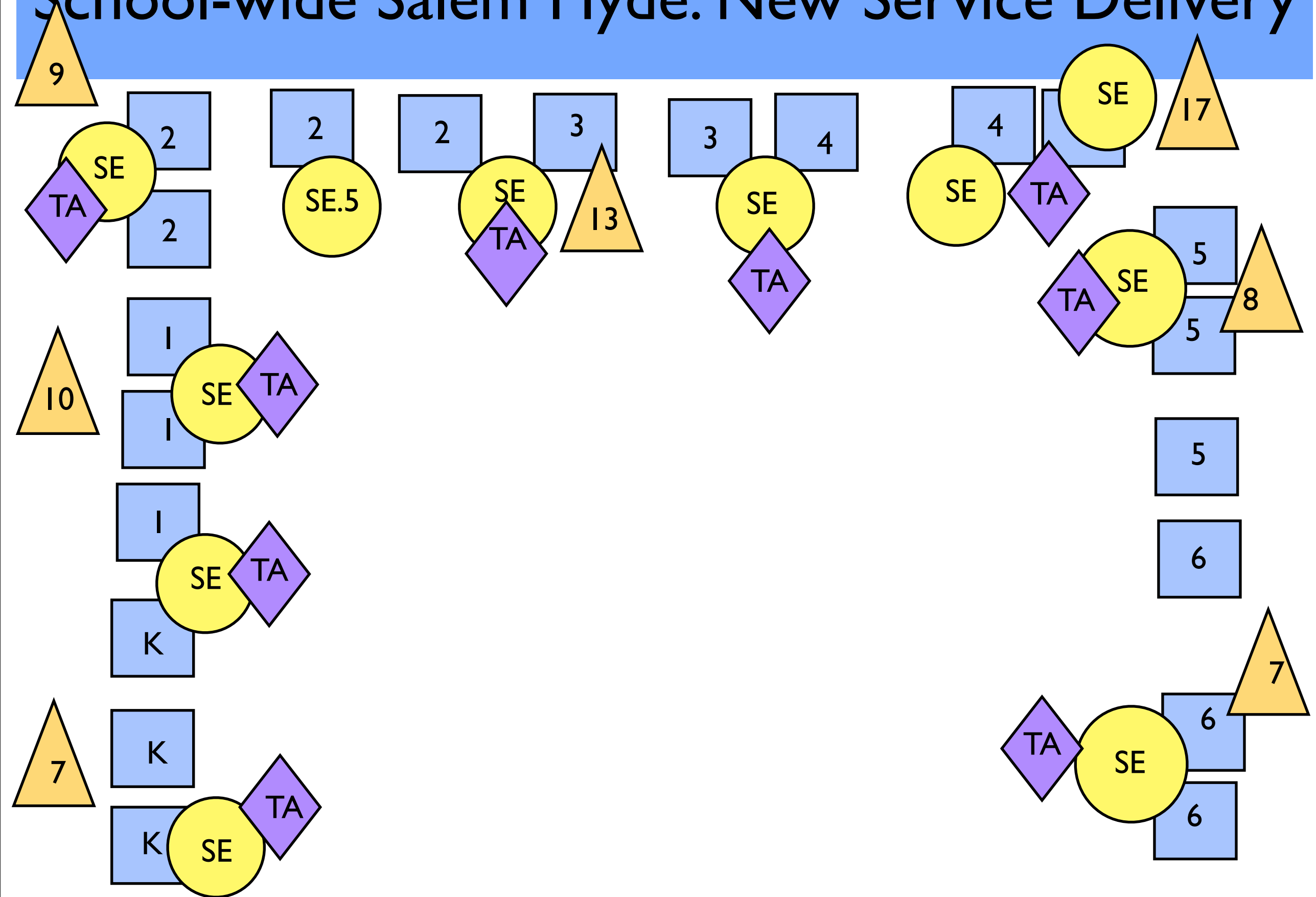


# Another Example

# School-wide Salem Hyde: Service Delivery Before



# School-wide Salem Hyde: New Service Delivery





# Expectation

The expectation was that teams assumed collective responsibility for all students, as all human resources in the school work on the teams. There were NO other separate programs to which to “send” struggling students.

# Action Step: Re-think Staffing

Create teams - Volunteers, teachers, assistants, ESL, Gifted/Talented etc.

New roles for general ed and specialists

Collaboration and Coordinated resources

Collaboration Training and facilitation

Common Planning Time

- Physically Re-organize school: Teams need to be close together
  - Team building and planning support
- On-going time to plan (Schedule, Sub days, and Facilitator)
  - NO micro-manage/respect professional decisions

# New Important Data

(Cosier, 2009)

- In looking at thousands of students across hundreds of districts
- Amount of time an individual student spends in general education relates directly to the individual student's achievement
- When controlling for race and SES
- Across all types of disabilities....

**The more time in general education, the higher the achievement!!!**

# What can we learn from the research?

- There is NO compelling body of evidence that says that heterogeneous well-taught classrooms cannot produce the same or better achievement for ALL.
- There is NO compelling body of evidence that grouping, tracking, separating produces high levels of achievement for ALL.

# Action Step : Impacting Classroom Practices

- New Curricular Approaches
- Professional Development - Collaboration, differentiation, race, working with challenging behaviors, strategies for inclusive classrooms, reading, math, etc.

# Another Tool

# PATH

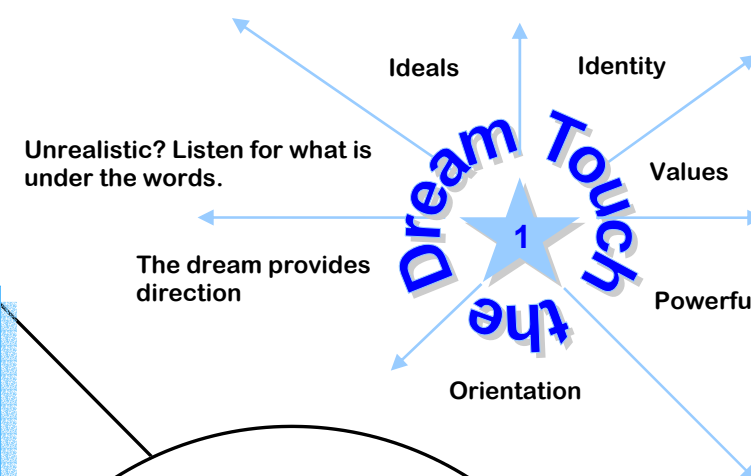
Planning Alternative Tomorrows With Hope by Jack Pearpoint, John O'Brien & Marsha Forest

<p>The energy to follow a path comes from the tension between where you are now &amp; where you want to be in the future.</p>	<p>Who controls the resources necessary for success? Who do you need to help you?</p>	<p>What do you need to get strong &amp; stay strong as you work toward creating what you want? What knowledge do you need?</p>	<p>Moving from THINKING to ACTION requires commitment to a clear 1st step. What is the biggest barrier to taking the step?</p>	<p>Focus the process on action. What will you have to do? By what day? Who does what, when?</p>
<p><b>3</b> Grounding in the Now</p> <p>Describe where you are now. What is the present like? "Now" versus the image of success in the future.</p>	<p><b>4</b> Identifying People to Enroll</p> <p>Negotiate an exchange with those who will not enroll or...find a way around them! Be specific!</p>	<p><b>5</b> Ways to Build Strength</p> <p>What skills do you need to develop? What relationships do you need to maintain? To succeed, you must have the strength to endure the wait, the disappointments and to regroup &amp; redirect.</p>	<p><b>8</b> Committing to the First Step</p> <p>Who will support you in this step? How will you ask for their support? Check for blocks.</p>	<p><b>7</b> Planning the Next 3 Months</p> <p>To accomplish what you want in the next three months, you will have to take action now—what will you have to do?</p>

How are you feeling now?  
Use pictures and words to describe the "Now".

## Feeling Summaries

Talk about the differences between how you feel today and one year from now.  
Feelings that describe your reactions when you are in the future you are creating.



## 6 Planning the Next 6 Months

Take action toward what you want to create.  
What steps do you have to take over the next six months?  
Who will do them?

## Possible & Positive

Use the dream to sense the goal.  
Imagine that you have worked toward your dream.  
Describe the changes that have resulted as if they are real.  
What has happened? What have you done?  
What does your life look like?  
How does it feel?

## 2 Sensing the Goal

PATH is a tool to strengthen the concepts of Inclusion.

It gives people real choices in the process.

There needs to be a facilitator and also an administrator to finalize the ideas chosen by the group.

This could be done in a small group and presented to a large group for additional ideas and thoughts.

It can be hung up and referred to frequently throughout.



## The Path Process

Eight steps are in this process. Their sequence guides pathfinders to clarify the meaning of their work. Visualize the results of significant change, experience the tension of where they are now and where they want to be, and outline positive actions to move towards the results they want.

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1. Touching the DREAM- the “North Star”

2. Sensing the Goal

3. Grounding in the NOW

4. Identifying People to Enroll

5. Recognizing ways to Build Strength

6. Charting Action for the Next few  
Months

7. Planning the Next Month's work

8. Committing to the First Step



The world we have  
created is a product of  
our thinking. It cannot  
be changed without  
changing our thinking.

~Albert Einstein